

Mottram CE Primary School
Computing Policy

At Mottram CE Primary school we acknowledge that information technology is changing the lives of everyone. Through teaching computing we equip children to participate in a rapidly changing world, where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

AIMS

At Mottram CE Primary School our aims are that:

- Computing is presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills;
- Children appreciate the relevance of information technology and computing in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment;
- Children receive equal opportunities to develop their computing capability, with the use of information technology being planned for in line with the National Curriculum subject;
- Children learn to work individually and collaboratively;
- Children have a heightened interest in and awareness of information technology through the regular display of their computing enhanced work in the classrooms and around the school, and the positive attitude of staff towards the use of computing.
- Information technology and computing equips children with the skills necessary to use technology to become independent learners.

Foundation Stage (Reception)

We teach computing in the reception class as an integral part of the work covered during the year. As the Reception class is part of the Foundation Stage of the EYFS curriculum, we relate the computing aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children have the opportunity to use a range of digital resources.

Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3-6)

The school uses the national curriculum for computing as the basis for its curriculum planning. The local authority has adapted the national curriculum to the circumstances of the school and its resources.

The topics studied in computing are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

TEACHING AND LEARNING STYLE

Teaching styles that we adopt are as active and practical as possible. We give children direct instruction on how to use hardware or software in 'skills' lessons, and we often use computing capabilities to support teaching across the curriculum. We encourage the children to explore ways in which the use of information technology can improve their work. We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to information technology equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.

We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity that are matched to the ability of the child;
- teaching assistants may support the work of individual children or groups of children.

COMPUTING AND ITS USE IN OTHER CURRICULUM AREAS

Information technology contributes to teaching and learning in all curriculum areas. Computing is used to support learning in other subjects as well as develop information technology and computing skills.

Computing is a major contributor to the teaching of Literacy and Mathematics, and a wide range of styles are employed to ensure all children are sufficiently challenged.

RESOURCE PROVISION

The school invested in a bank of laptops and iPads, which all have access to the internet. The school is equipped with a colour laser printer and a colour desk jet printer.

In addition to this, there is a variety of other Computing equipment in school including: Roamers, digital video recorders, CD players, DVD players, headphones, visualisers, interactive whiteboards, digital cameras, beebots and digital microscopes.

To ensure copyright laws are adhered to, staff, pupils and parents are not permitted to run software brought in from outside school on school machines.

E-SAFETY

An E-safety/Acceptable use policy has been developed in order to allow the safe and efficient use of the Internet and Computing equipment for both staff and pupils in an educational context. Children are taught about internet safety through individual sessions (See E-Safety Policy) and are also reminded where relevant.

ASSESSMENT AND RECORD KEEPING

On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning.

ICT capability should be monitored regularly in relation to the NC requirements. Teachers should assess module requirements with

reference to children's knowledge, understanding and skills. Other opportunities for assessment will arise from cross-curricular work.

Samples of work should be kept. These are saved and stored on the hard drive in a folder.

EQUAL OPPORTUNITIES

Equal opportunities are a fundamental principle in this school and the Computing policy is in line with the school's statement of equal opportunities for all our children as their right of entitlement. Differentiation is planned for in each area of the computing curriculum so that children achieve to the best of their ability.

REVIEW AND EVALUATION PROCEDURES

The everyday use of information technology is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a yearly basis. The Computing Coordinator will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the scheme of work.

IT Security attached:

Approved: Spring 2016
Review Date: Spring 2017